



# BRIDGING THE GAP

The Middle to High School Transition

MADISON METROPOLITAN SCHOOL DISTRICT



# Who Are We?



Diana Miller, Secondary  
Programs Supervisor



Kit Laibly, CLC Specialist –  
High School



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Middle School

# Our District

MADISON METROPOLITAN SCHOOL DISTRICT



- 2<sup>nd</sup> largest in Wisconsin
- 48 Schools: 4 Main High School's, 1 Alternative HS , 12 Middle Schools, and 31 Elementary Schools
- 2011-12 School year had 26,817 students and



# District Student Demographics

## Percentage of our students classified as...

- Economically Disadvantaged 49%
- English Language Learners 18%
- Students with Disabilities 15%

## Race/Ethnicity:

American Indian	.5%	Hispanic	17.9%
Asian	9.5%	White	45.3%
Black	20.1%	Bi-Racial	6.7%

# Our Department

- Madison School & Community Recreation (MSCR) is the public recreation provider for the residents of Madison (within the boundaries of the Madison Metropolitan School District). MSCR is a department of the Madison Metropolitan School District and is proud to have served the community for over 85 years as the one for fun in Madison! We have a wide range of recreational programs and services for ages all ages are offered year-round.



# MSCR's Mission

The mission of Madison School & Community Recreation (MSCR) is to enhance the quality of life for individuals in the Madison Metropolitan School District and for the community by providing recreation and enrichment opportunities year-round that are accessible to all

Why We Are Here:

Every 26 seconds, a  
student drops out of  
school

~Boostup.org

# National Graduation Statistics

**28 % of High School Students in the US  
are NOT Graduating**

- 22% White
- 42% Hispanic
- 43% Black
- 17% Asian
- 40% American Indian



Almost 30% of high school students  
quit before graduation and in most  
states, the greatest segment of that  
loss occurs in  
**9<sup>th</sup> Grade**

~Educational Research Center, Bethesda Md.

# Turn and Talk...

- Why is this happening?
- What can we do?

Brainstorm...

What are incoming  
freshmen nervous  
about???

# Incoming freshmen are nervous about...

- Getting lost
- Being late to class
- Fitting in
- Getting signed up for sports and activities
- Being bullied by upperclassmen
- Having lower academic skills than their peers
- Applying to college
- Getting their drivers license

# What We Did

- Using CLC Funds, MSCR developed a summer program called Learning Is For Everyone (LIFE) 101.
- It was a one week program that ran 9:00am-3:30pm
- It repeated every week for 6 weeks to accommodate as many students as possible.
- 2 field trips each week
- Culminated in a graduation ceremony

Times	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 –9:15	<b>Welcome, Introductions, Review the Daily Schedule</b>				
9:15 -10:20	<b>Orientation to Lafollette</b> <ul style="list-style-type: none"> <li>Welcome by principals</li> </ul>	<b>Social Skills/Conflict Resolution</b>	<b>Personal Organization &amp; Time Management</b> <i>– Hands on activity</i>	<b>School vs. work</b> When and how should I get a job	<b>College Visit #1</b>
10:25-11:40	<ul style="list-style-type: none"> <li>Tour of School Scavenger Hunt</li> <li>Community building activities.</li> </ul>	<b>Learning &amp; Personality styles</b>	<b>Multicultural High School</b>	<b>Financial Literacy</b>	<b>College Visit #2</b>
<b>11:45 – 12:25</b>	<b>LUNCH</b>				
12:30 -1:30	<b>High School Student Panel</b> <ul style="list-style-type: none"> <li>What I wish I knew when I was a freshmen</li> <li>Q&amp;A</li> </ul>	<b>Ropes Course</b> Choices and Consequences Positive Risk Taking	<b>GPA –</b> Hands on Activity	<b>Lancer PRIDE</b> Behavior Expectations at La Follette HS	<b>Rotary Visit #1</b>
1:35 –1:45	<b>BREAK</b>				
1:45 –2:45	<b>Get Involved</b> Sports, clubs, tutor programs, CLC, other activities		<b>Study Skills</b> <ul style="list-style-type: none"> <li>Studying for a final</li> <li>Studying in a group, studying with friends</li> <li>for meaning</li> <li>Etc.</li> </ul>	<b>Student Action Planning</b> <ul style="list-style-type: none"> <li>Develop your own learning plan/goals for your freshmen year and how to accomplish.</li> <li>Write a letter to yourself about goals for your freshmen year</li> </ul>	<b>Rotary Visit #2</b>
2:45 –3:30	<b>Journal, Surveys, Closing Activities &amp; Announcements</b>				<b>Graduation</b>

# Our Struggles & Issues

- Only at 1 school
- Students had trouble committing to full days because of their own conflicts (sports, summer school, etc.)
- Limited school staff availability
- Key partner dropped out
- Marketing

# How We Fixed It - Remodel

- Week- long ½ day programs at 3 of 4 High Schools
- Either AM or PM sessions...all 4 sessions are the same
- Uniform in dates, times, and content
- Unique in how the content is presented
- Changed the names to school mascots (Lancers, Purgolders, Regents) 101




# Recruitment – How to Reel ‘Em In!

- Principal outreach
- Program guide
- Utilizing student services/guidance
- Speaking/handouts at school demo nights
- Feeder visits
- Direct mailings
- All-calls

# Lancer 101 - La Follette HS



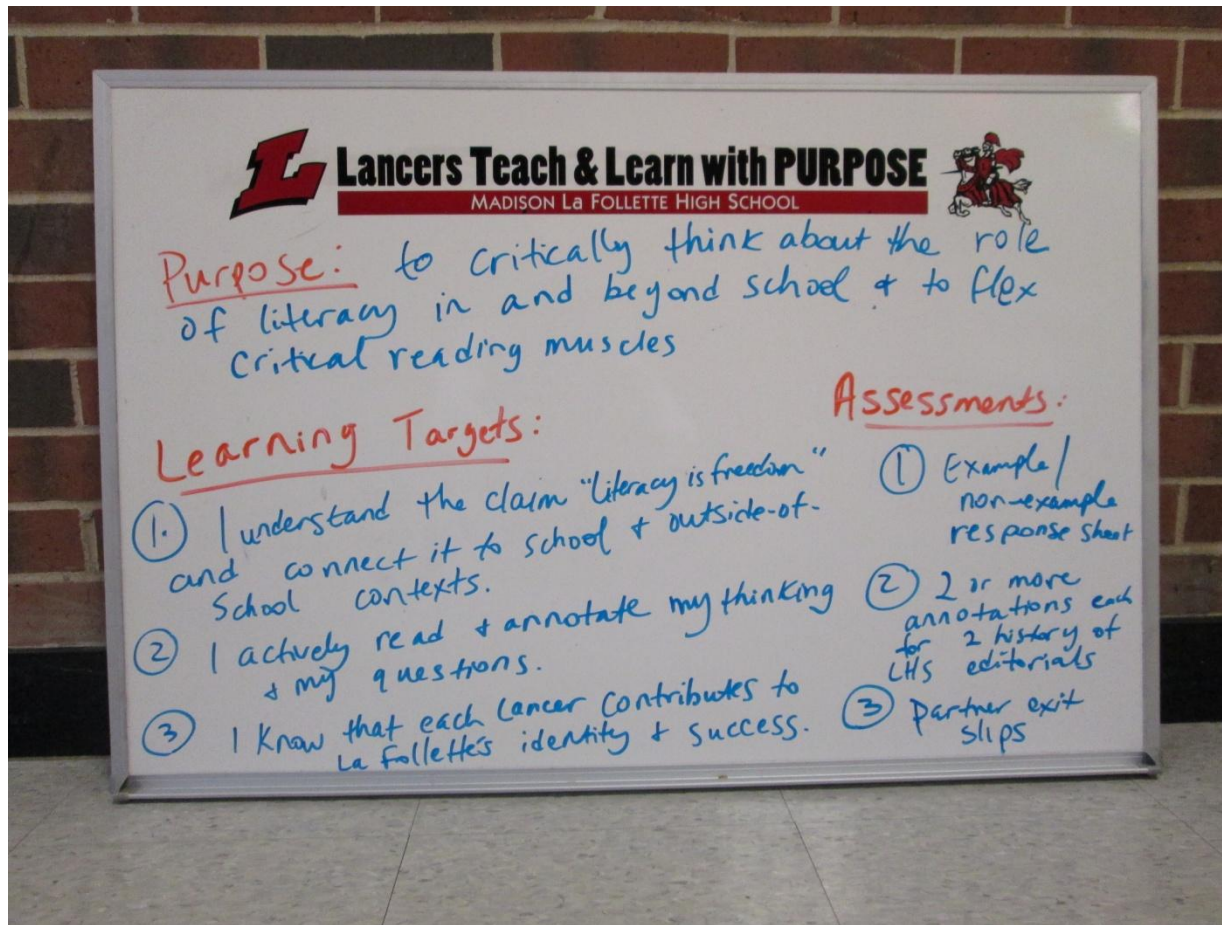
- Implementation team of 5 people including:  
Building principal, 9<sup>th</sup> grade principal, 9<sup>th</sup> grade counselor, Dean of students, and MSCR CLC Director
- Staffed by: MSCR CLC Director, Junior Leader, and various sessions led by the 9<sup>th</sup> grade counselor, school social worker, school psychologist,  
ditional Resource Officer, and 6-8 teachers

# Lancer 101 Daily Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<ul style="list-style-type: none"><li>•Overview of week</li><li>•Community building</li><li>•School tour</li><li>•PRIDE</li><li>•Clubs/sports, etc.</li></ul>	<ul style="list-style-type: none"><li>•GPA</li><li>•AP &amp; Honors</li><li>•Scheduling</li><li>•College Prep</li><li>•Learning Styles</li></ul>	<ul style="list-style-type: none"><li>•Literacy</li><li>•Social Skills/Conflict Resolution</li><li>•Multicultural HS</li><li>•Restorative Justice</li></ul>	<ul style="list-style-type: none"><li>•Student Panel</li><li>•Study Skills</li><li>•Organization &amp; Time Management</li></ul>	<ul style="list-style-type: none"><li>•Scavenger Hunt</li><li>•Science &amp; Gardening</li><li>•Goal Setting &amp; Future Planning</li><li>•Letters to Self</li></ul>

\*Every day includes ice breakers and journal activities

# Programming and Teaching with Purpose...



**Lancers Teach & Learn with PURPOSE**  
MADISON La FOLLETTE HIGH SCHOOL

Purpose: to critically think about the role of literacy in and beyond school + to flex critical reading muscles

Learning Targets:

- ① I understand the claim "literacy is freedom" and connect it to school + outside-of-school contexts.
- ② I actively read + annotate my thinking + my questions.
- ③ I know that each Lancer contributes to La Follette's identity + success.

Assessments:

- ① Example / non-example response sheet
- ② 2 or more annotations each for 2 history of LHS editorials
- ③ Partner exit slips

# Purgolder 101 – East H



- Implementation team includes: Guidance counselors, Positive Behavior Support Coaches, English teacher, AVID teacher, MSCR coordinator
- Staffed by: Implementation team with help from LINK Crew, and various sessions led by volunteer teachers, administrators and student support services (guidance, Athletic Director, Educational Resource Officer, etc.)



# Purgolder 101 Daily Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<ul style="list-style-type: none"><li>•Community Building</li><li>•Expectations</li><li>•Tour</li><li>•East Culture</li></ul>	<ul style="list-style-type: none"><li>•Learning Styles</li><li>•AVID Strategies/ Cornell Note Taking</li><li>•Literacy</li></ul>	<ul style="list-style-type: none"><li>•Calculating Your GPA</li><li>•Teacher Panel</li><li>•Time Management &amp; Organization Skills</li></ul>	<ul style="list-style-type: none"><li>•Get Involved Sports &amp; Clubs</li><li>•Student Panel</li><li>•Scavenger Hunt</li></ul>	<ul style="list-style-type: none"><li>•Future Planning (1 year &amp; 5 year)</li><li>•Financial Literacy</li><li>•How to be a successful student</li></ul>

\*Every day includes ice breakers and journal activities

# Regent 101 - West HS



- Implementation team includes: Small Learning Community Principal, Minority Services Coordinator, PE Teacher, English Teacher and MSCR Coordinator
- Staffed by: MSCR CLC Director, 5 Junior Leaders, Minority Services Coordinator and English Teacher
- Teachers, counselors and administration volunteer to lead panels and other pertinent sessions



# Regent 101 Daily Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Community Building	Social Aspects	Academics “West Highway”	Academics “West Highway”	Future Planning
<ul style="list-style-type: none"> <li>•Community Building Activities</li> <li>•Tour</li> <li>•Student Panel</li> <li>•Transitions</li> <li>•Student Services</li> </ul>	<ul style="list-style-type: none"> <li>•Clubs &amp; Sports</li> <li>•West Diversity</li> <li>•Choices &amp; Consequences</li> <li>•Social Skills &amp; Conflict Resolution</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher Panel</li> <li>•Learning Styles</li> <li>•Study Skills</li> <li>•Time Management</li> <li>•Organization</li> </ul>	<ul style="list-style-type: none"> <li>•Literacy</li> <li>•Math</li> <li>•Academic Support Services</li> <li>•Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>•Counselor Panel</li> <li>•GPA, Transcripts, College Apps</li> <li>•Goal Setting</li> <li>•Getting a Job</li> <li>•School Mission</li> </ul>
*Every day includes ice breakers and journal activities				



# Time To Plan

- Who do you need to support this idea (from your administration)?
- Who do you want on your implementation team?
- What is your 9<sup>th</sup> grade gap?
- What do the incoming 9<sup>th</sup> graders need to know to be successful in your schools?

# LOGISTICS – Tools for Success

- Administrative Support (ideally a principal)
- Bus Passes/Transportation
- Snacks
- Prizes (Lanyards, T-Shirts, Water Bottles, Planners, etc.)
- Good publicity
- Planning Time – Took several months to get the implementation team together and to plan sessions
- Hands on Activities!!!! Work for 10:2

# TIPS

- If using high school students – plan a separate orientation meeting with them
- 10:2 = Ten minutes of talking needs at least 2 minutes of activity
- Students want to learn from their peers, not adults
- Continue the relationship – keep tabs on them
- Adapt to what the needs are
- Survey students to find out what is needed

# Surveys – At the end of program

1. Name 3 things you learned this week that will be most beneficial to your high school career.
2. What was your favorite part of the program?
3. What do you wish we would have spent more time talking about?
4. What would you change about the program?
5. What do you wish you would have known before the program?
6. Comments or concerns?

# Exit Survey Results

- 1. Advocate for yourself, how to manage time, where everything is, be respectful
- 2. Games, the tour, student panel, meeting new people
- 3. Test taking, lay out of the school, classes, budgets
- 4. More games, longer breaks
- 5. Eat breakfast, bring a water bottle, pay attention, come with a positive attitude
- 6. More snacks, I thought it was really fun, I learned a lot, I'm excited for school, Thank You!

# Survey – End of 9<sup>th</sup> grade

1. What was the most helpful part of the program for your freshman year?
2. What would you have liked to have changed or not done at all? Please offer advice on how to change it.
3. What should we include in the program this summer to better prepare the incoming freshman?
4. What advice do you have for the 101 teachers?
5. What advice do you have for the incoming students?
6. Please offer any additional comments or concerns.

# Final Survey Results

- 1. How to navigate the school, knowing expectations, study skills & time management
- 2. More interactive activities, more time to talk with students, more navigating the school, less adult talking
- 3. More tour stuff, more academic expectations, more info on finals and tests, how to change your schedule
- 4. Keep it fun, keep it interesting, understand students needs to be a better resource with activities
- 5. Have a good attitude, ask for help, teachers are friendly, pay attention, avoid the drama

# Connections with the School Year

- Current 8<sup>th</sup> grade students come and visit high schools
- Current high school students are going to the middle schools to tutor and mentor the incoming 8<sup>th</sup> graders
- After school coordinators are bringing incoming 9<sup>th</sup> grade students to orientation nights at the high schools



# Next Steps

- Develop a cohort feel with more social and academic programming. We want to bring the group back together on a monthly basis with social and academic programming tied together.

Example: This fall have a field trip to the corn maze followed by a check-in with their progress reports.

- Expand High School summer transition program to Memorial HS (4<sup>th</sup> high school)

# Next Steps Continued...

- Expand opportunities for 8<sup>th</sup> graders to get into their high schools during the school year (with purposeful programming)
- Look at other transition periods and replicate this model as appropriate – example 5<sup>th</sup> – 6<sup>th</sup> grade.

# Wrap-up

- Questions?
- Check-out
- Contact Info:

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## Thanks for coming!